

21st Century Teaching and Learning School Reform: Module Two

Course Description

Today's public schools must focus on high quality teaching that emphasizes the knowledge and skills students need to become productive members of society. This professional development module, which highlights research-based teaching and assessment strategies that focus on engagement of all students and authentic assessment, is part of a 3-credit course in School Reform.

Competencies

Upon completion of this course, participants will be able to

- Explore the research on highly effective learning environments
- Develop a framework for planning and teaching in order to challenge and engage all students
- Examine ways to measure student understanding of content with multiple assessment tools

Materials

All materials are accessed via the [CaseNEX website](#) using the PIN provided and the user name/password you create.

All readings listed can be found by going to *Class Materials*→*Virtual Library*→*Readings (Search)*.

If you do not have the most recent versions of the following software, please download each from the given sites.

- [Windows Media Player](#)
- [RealPlayer](#)
- [Adobe Reader](#)

Cases Used

- Students at the School of the Future

Course requirements and grades

Course Schedule

Find session dates by selecting *Syllabus* on the top menu bar. For typical courses, final Discussions, Journals, and Workbooks are due by Saturday at midnight unless otherwise noted. Please see the News Flash for any alterations of the course schedule posted by your instructor.

Introductory Session

Exploring the CaseNEX Site

Complete these tasks prior to the beginning of Session 1.

Readings

Read the course requirements, paying special attention to the Case-Analysis and Workbook Assignment Rubrics. They will be used by your instructor throughout the course to evaluate assignments where appropriate.

Discussion

Post one entry introducing yourself to your classmates. Describe your professional background and experience, relevant personal information, or why you are taking this course. (100 words or fewer)

Journal

Consider the areas of planning, instruction, and assessment. Describe what you perceive to be your strengths and weaknesses in each of these areas. (100 words or fewer)

Note

Use CaseMail to send a note to your instructor stating that you will be taking this course. To do so, click on CaseMail on the top menu bar and then 'Click here to create a new message.' Use the marked link to look up an address. Continue linking down until you see the class list. Select the instructor's name and then compose your message and hit 'Post Message.'

Session 1

Creating effective learning environments

Case

Students at the School of the Future

Readings

- Critical Issue: Creating High-Achieving Learning Environments
- Seven Practices for Effective Learning
- Motivation

Discussion

As you explore this session's case, reflect on the student **perspectives** regarding teachers and the opportunities that the SOTF offers its "learners." Using **knowledge** from the readings on engaging and motivating students, discuss specific aspects of the learning environment at the school that may affect student achievement.

Journal

Identify **issues** relevant to urban education and cultural diversity in James Banks' comments in "Creating High-Achieving Learning Environments." Describe the challenges of developing lessons that draw on the culture, life experiences, and knowledge of all students. What have been the **consequences** in your own classroom of either focusing on or avoiding your students' backgrounds? What **actions** can you take to become a more culturally responsive educator?

Note

Check your CaseMail (linked from top menu bar) and News Flash (on the right when you login) for notes from your instructor every time you log on to the site.

Session 2

Encouraging academic and personal growth with authentic assessment

Case

Students at the School of the Future

Readings

- The Case for Authentic Assessment
- Implementing Performance Assessment in the Classroom
- Assessment for Understanding: Taking a Deeper Look
- Performance Assessments: Rubrics

Discussion

Review the “Framework for 21st Century Learning” from the case and discuss the **issues** teachers face when developing classroom assessments that measure those skills. Using **knowledge** from the readings on performance assessment, describe potential difficulties teachers may have with this type of assessment in their classrooms. Suggest ways teachers might work around these issues.

Journal

Many researchers conclude that performance assessment and high stakes testing can and should coexist. Select a standard or learning objective that you are required to teach in your subject area and discuss what **actions** you could take in order to develop a performance assessment and rubric to measure students’ **knowledge** of that standard. Then, assume the **perspective** of one of your students and evaluate whether traditional multiple choice assessments or authentic assessments are more effective in assessing your knowledge.